Distance Education Manual

Texas Commission on Law Enforcement

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Preface

The Texas Commission on Law Enforcement (TCOLE or Commission) encourages the delivery of quality and meaningful continuing education programs for all law enforcement personnel through a variety of delivery methods. The Commission expects the use of effective educational practices and professional standards as the basis for the development, delivery and subsequent evaluation of continuing education courses.

TCOLE recognizes the growing need for alternative methods of effective and efficient training delivery; these may include systems incorporating distance education options. Possible options include, but are not limited to, computer-based, web-based, and blended-delivery training options. This document is intended to provide training providers and law enforcement agencies with an overview of Commission requirements and standards to direct those who wish to use non-traditional method of instructional delivery, including computer-based, web-based, and blended delivery training options.

TCOLE Rules and Administrative Standards

Texas Administrative Code, Title 37, Part 7, Rule 211.1(21) defines *distance education* as "Study, at a distance, with an educational provider that conducts organized, formal learning opportunities for students. The instruction is offered wholly or primarily by distance study, through virtually any medium. It may include the use of videotapes, DVD, audio recordings, telephone and email communications, and web-based delivery systems."

Texas Administrative Code, Title 37, Part 7, Rule 218.1(b) outlines the parameters necessary for ALL agencies to report training conducted outside of the reporting agency where the training is conducted by an entity that is not otherwise under a TCOLE-issued training or academy contract.

Applicability

The Commission developed these requirements and standards for applicability to all agencies and distance education training programs, including those with *and* those without a TCOLE-issued training provider or academy contract. **The Distance Education Manual applies to all agencies.**

Academies and training providers holding a TCOLE contract training agreement must hold a separate contract clause or addendum authorizing the use of distance educational training systems for any training conducted through distance education provided to persons outside of that law enforcement agency.

Law Enforcement agencies/departments must comply with these distance educational requirements upon their adoption by TCOLE. *Any distance education training reported to TCOLE must be in compliance with and subject to the conditions of Rule 218.1 of the Texas Administrative Code (TAC / TCOLE*

Rules) and this manual for distance education reported for that agency's licensees. <u>Law Enforcement agencies and departments, including those that do not hold a contract provider or academy training agreement, as well as agencies with previously held informal or non-structured dispensation inconsistent with these standards, must comply with these distance educational requirements upon their adoption by TCOLE.</u> Upon adoption, these standards shall supersede all previous agreements in place outside of formal contract terms and conditions.

Reporting Requirement

Entities (agencies, organizations, associations, institutions, and public or private companies of any kind) holding a TCOLE-issued contract authorizing that entity to conduct training, including both "contract training provider" and "academy" contracts, are **REQUIRED** to report ALL training provided by that entity to TCOLE licensees attending or participating in their training program(s). Such training programs must meet the instructional standards described in this manual.

ALL distance education reported to TCOLE through the Texas Commission on Law Enforcement Data Distribution System (TCLEDDS) reporting system, or otherwise submitted for training credit, must meet these and any other applicable training and reporting standards or requirements.

The following E-Learning (aka "virtual") programs are *NOT* eligible for TCOLE training credit:

· Live video presentations that do not permit two-way video and audio communication between the presenter and participants at all times.

· Presentations lacking confirmation of attendees presence throughout the duration of the training.

· Any rebroadcast of a recorded live virtual training that allow the student to just watch the recording of the video.

· Any training that allows the participant to simply read or view the material at an unregulated pace and then take an exam.

· Any training that fails to meet the requirements of this manual or TCOLE rules

Definitions

Historically, distance education was a broad term describing training that consisted of a prepackaged written text, a student handbook, audio tape(s), video presentation or CD/DVD reviewed by an individual learner having limited or no interaction with an instructor or other students. The student provided periodic evidence of documented completion of course objectives or milestones, and the course was typically undertaken at the student's learning pace. Contemporary distance education evolved to incorporate the implementation of computer and

electronic technology, including, but not limited to audio/video broadcasts, computer software, web-based programs, and other interactive online technology. In today's distance education model, instructor involvement includes either real-time or delayed-time interaction on an as-designed basis, although the traditional model may exist in some capacity. Interactivity via computer software also makes the distance education experience more fulfilling and productive. Technology and ever-evolving teaching methods require updates to the historical definition of distance education. The following terms will help to navigate the multitude of options and methods available in the expanding educational area:

"Distance Education" or "Distance Learning" typically consists of a structured instructional process where students/participants and instructors/presenters engage in the teaching and learning process while being separated by geography or time, or both, and in which a substantive portion of the learning objectives or assessments are presented through a distance or "digital-classroom" education model outlined within the instructional program lesson plan. Distance learning can be roughly divided into synchronous or asynchronous delivery types. In Synchronous delivery the instructor and the student interact with each other in "real time." For example, with two-way video conferences, students interact with "live" video of an instructor. In asynchronous delivery two-way communication does not take place simultaneously. In this case, the instructor may deliver the instruction via video, computer, or other means, and the students respond at a later time. For example, instruction may be delivered via the Web or videotapes, and the feedback could be sent via e-mail messages.

"E-Learning" serves as a generic term to describe a variety of technology-based teaching and learning methodologies primarily using the internet or similar digital-based systems, and typically conducted on a desktop computer, laptop computer, tablet computer, cell phone, or similar electronic audio/video device. Examples include, but are not necessarily limited to online courses, video conferencing, voice conferencing, and webinar, podcast, and webcast style programs. The terms "virtual learning" and "virtual classroom" are synonymous with "E-Learning."

"Video Conferencing" consists of a technology-based system incorporating simultaneous real-time two-way transmission of audio-video synchronous communication between a presenter/instructor and one or multiple participants. This process affords the opportunity for participants to both see and hear the presenter and the other participants. Video conferencing simulates an environment as if the participants were all physically present in the same room even though they are at different or remote locations. A common term used to describe video conferencing is an "online meeting."

"Group Video Conferencing" represents a sub-set of video conferencing, using the same fundamental real-time two-way transmission of audio-video synchronous communication, except that the participants are in groups at two or more remote locations and where each group views a common audio/video device, typically with an independent group proctor serving as the site facilitator as needed.

"Voice Conferencing" consists of a technology-based system that allows simultaneous real-time two-way synchronous voice-only communication over electronic devices between a presenter/instructor and one or multiple participants.

This process affords the opportunity for participants to hear the presenter and other participants in real-time communication. A common term used to describe voice conferencing is "teleconference" or "conference call."

"Webinar" consists of a technology-based system that allows a presenter to engage in a real-time two-way presentation and communication between a presenter/instructor and multiple participants while sharing video presentations, files, text-chats, polls/surveys, and either text or audio feedback from the participants. This process affords presenters the opportunity to engage the participants through a wide variety of communication methods, and in some cases for the participants to engage in separate small group discussions during the presentation. A common term used to describe a webinar is a "web cast" or "online seminar."

"Podcast" consists of an internet-based technology system that allows a presenter to save a digital voice-only presentation to a digital media that is later downloaded on demand and accessed at the convenience of the participant. Podcasts use stored (not live) audio-only media and one-way asynchronous communication from the presenter to the listener.

"Video Podcast" consists of an internet-based technology system that allows a presenter to save a digital video presentation to digital media that is later downloaded on demand and accessed at the convenience of the participant. Video podcasts use stored (not live) audio-visual media with one-way asynchronous communication from the presenter to the listener.

"Correspondence Course" consists of a student's self-paced learning program through some distance learning process in which the training entity provides structured instructional material directly to a training participant through a manual or digital delivery system such as email, postal or parcel delivery, mailed CD, printed text assignments, or similar methods. The participant typically initiates communication with the instructor/proctor, and the interactions between the instructor/proctor and the participant have few, if any, pre-determined assignment due dates other than a projected course completion date.

"Classroom Training" consists of live in-person training where the instructor and the participants engage in synchronous communication and are in actual physical proximity to each other during the training. The term includes teaching and learning methods conducted indoors or outdoors.

"Blended Course" consists of training program utilizing two or more of the training delivery methods where such delivery methods are consistent with both TCOLE rules and the applicable criteria outlined within the lesson plan and established learning objectives. Instructors may occasionally read or hear the term "flipped classroom," in which asynchronous and synchronous methods are merged to provide an enhanced educational experience. An excellent definition of flipped classroom can be found on LearningTheories.com:

> Flipped classrooms are a method of instruction and form of blended learning. This model gets its name from the way it "flips" the traditional classroom model. Using this method, students watch videos or listen to lectures at home. When they come to class meetings, instructors facilitate

group work and other activities that would typically be considered "homework." All lesson plans must include the specific time allocation with justification for all outside asynchronous training.

"Scenarios/Scenario-based" refers to an interactive, reality-based approach to training in which the student is subjected to a simulated situation or event under pre-established and controlled conditions in which the participant responds to planned stimuli. Any scenario-based exercise must be closely evaluated and clearly articulated as to its applicability, specifically outlined within the lesson plan. Few scenarios lend themselves to a distance education training model, and scenarios requiring the use of senses beyond sight and sound typically are not suited for a distance education model.

"Practical Exercises" consist of a set of instructor-defined criteria outlined in the lesson plan, presented under simulated training conditions, and designed to allow the student to safely demonstrate their proficiency level in terms of their knowledge, skills and abilities as outlined in the student learning objectives. Some practical exercise demonstrations may lend themselves to distance education training models, subject to any limitations set out within the lesson plan and/or Instructor Resource Guide (IRG), including the abstract or appendix. Practical exercises that rely on non-hazardous demonstrations where the instructor can observe independent student demonstration of the student skills may be considered for distance education models. For example, Body Worn Camera demonstration of equipment use could be observed by remote video.

It is important to note that any practical exercise demonstration that contains a recognizable safety hazard (firearms, driving, etc.) or that otherwise requires instructor "hands-on" assistance, should be excluded from a distance educational model.

General Requirements and Standards

Categories of Licensee Training Status

Licensees undertaking distance education generally engage in that training under one of the four following conditions:

Training Conducted by the Licensee's Employing Agency for Agency Personnel Only

- Distance education training programs provided by the employing entity must comply with the distance education course criteria outlined in this manual.

- Distance education training reported must include documentation on file assessing how the training is applicable to the licensee's job duty.

- TCOLE rule(s) for training record documentation and retention apply.

Training Conducted by An Entity Other than the Licensee's Employing Agency and the Training Entity is NOT a TCOLE Training Provider or Academy

- Distance education training programs provided by the training entity must

comply with the distance education course criteria outlined in this manual.

- Distance education reported must include documentation on file assessing how the training is applicable to the licensee's job duty.

- Distance education training records kept on file must include documentation outlined in Rule 218.1, and documentation verifying the person receiving the training credit is the same person taking the distance education course, the date the distance education course was completed, the total hours of the distance education course expressed in terms of whole hours rounded downward, an assessment device (testing) of some type. A course evaluation/critique sample form is available on the TCOLE website, along with a description and a link is provided in the appendix of this manual.

Training Conducted by An Entity Other than the Licensee's Employing Agency and the Training Entity is a TCOLE Training Provider or Academy

- TCOLE contract providers and academies hold responsibility for reporting such distance education training programs to TCOLE for all courses conducted for all licensees attending the training in accordance with the provisions of the TCOLE contract.

- Licensees, as well as the agency training and administration personnel, are responsible for checking the status of a training provider to avoid submittal of the training to TCOLE, both by the TCOLE contract provider/academy and the licensee's agency, resulting in "double reporting."

- If the TCOLE contract provider or academy fails to report the training, the licensee or the licensee's agency training coordinator or representative should contact the TCOLE Academy Contract Evaluator (ACE) for their region to properly address the matter.

Licensees Not Currently Appointed by an Agency

- Distance education training for persons not currently appointed by an agency can only be reported by a TCOLE contract training provider or academy.

- Distance education training reported by a TCOLE contract provider or academy requires records kept on file for each roster submitted and must include documentation outlined in Rule 215.9(b)(3)(B) (i-v) and otherwise in compliance with the TCOLE training contract.

Course Duration and Participant Count

The course length and participant numbers impact the quality and effectiveness of distance education courses and are oftentimes dictated by the type of distance education course. For example, a course may last for 1 hour with 50 attendees, while a synchronous live classroom can be several hours in length with fewer attendees. The following are general standards regarding course duration and participant count:

- Synchronous classrooms utilizing Distance Learning should generally maintain a minimum instructor to participant ratio of 1:20. Synchronous classrooms with multiple remote locations should maintain a minimum instructor or assistant instructor to participant ratio of 1:50 per secondary or remote location. To properly ensure student attendance/participation. If there is a situation that would require an adjustment of these limits, please contact your TCOLE evaluator.

- Once begun, courses must be completed within thirty (30) days.

Distance Education Course Criteria

Key points when developing or reporting a distance education experience include, but are not necessarily limited to, the following (adapted in part from Wm. Horton's *E-Learning by Design*):

- Distance education must carry out the course learning objectives, with those learning objectives described in precise standards, containing measurable performances standards and well-defined conditions. Distance education must assist the student in achieving these objectives and provide the ability to assess student progress by reference to these objectives (learning objectives are to be reviewed by the provider during each TCOLE training cycle to assure their clarity, utility, and appropriateness for the students).

- The selection and application of technologies for a course must be appropriate for the intended learning objectives and subject matter content. Some courses lend themselves to distance learning modalities, or in some cases a blend of traditional classroom and distance learning components. The appendix contains a sample list of courses considered inappropriate for distance learning processes when distance learning is the only method of instruction. With prior TCOLE approval some courses can be taught using a blended method.

- Course curricula must be developed with special competencies structured into the content, instructional methods, or technologies, and involve qualified instructors and/or subject matter experts.

- Support systems accessible to and usable by the students need to remain sufficiently flexible to accommodate different learning styles, and that facilitates connectivity and inter-activity among all applicable elements of the learning environment.

- Sufficient access to student support services to assist students in effective use the course resources (such as: registration, accessibility issues, and technology assistance).

- The provider must have an infrastructure for using technology that supports its learning goals and activities and must address system security to assure the integrity and validity of information shared in the learning

activities, including, but not necessarily limited to identity of the trainee, assessment and testing integrity, and reporting accuracy.

- The learning design and system technologies must be evaluated by the provider on a regular basis for effectiveness, with findings utilized as a basis for improvement.

- Methods of instruction for these activities include but are not limited to: a stand-alone distance education course, a blended learning format involving two or more delivery methods, or a hybrid learning format where distance education is utilized to supplement standard classroom instruction when desired as an alternative to traditional classroom training (adapted in part from the United States Department of Education, Office of Vocational and Adult Education, *NRS Guidelines for Distance Education*).

- Distance education courses must include a documented assessment and validation process showing that the designated training time set for the program are reasonably consistent with the distance education model for actual training time engaged by and awarded to the trainee.

- The course must contain a method of attendance verification. Examples include but are not limited to secure software login system, digital sign-in, or similar manual sign-in process that requires an individual to confirm attendance. Synchronous courses may use audio/visual roll-call procedure. Each course must maintain documentation as the "sign-in roster" required for each training file.

- The course must have the ability to prove proctored assessments and verify the enrolled participant is the same person taking the assessment.

  - Methods of assessment may include any of the following: (1) an online examination during the live-stream that permits the instructor to monitor and proctor the exam, to include a time limit, (2) group discussion if such discussion is incorporated into the lesson plan, (3) online or written exam allowing the use of training materials for reference purposes, (4) written exam conducted at a later time and proctored by a party approved by the training instructor or training coordinator, or (5) a blended course involving skills exam proctored by a party approved by the training instructor or training coordinator with a copy of the skills assessment documented and provide to the training coordinator.

- The course must require completion of an evaluation of the instructor (if applicable) and the course content and delivery.

- The software platform must meet any applicable cyber security requirements established by the Texas Department of Information Resources or any other applicable state or federal regulatory agency addressing information security.

- Any systems used to audio or video record must be announced in advance as being recorded. Such audio or video documentation may be subject to open record requests.

Distance Education Training Contract or Addendum Proposals

Distance education programs may be delivered through different methods of instruction appropriate for that course or course component. TCOLE conducts an approval process prior to an entity obtaining the right to offer training via a distance education format. For contract training providers/academies, this process is completed through a stipulation in the contract or an addendum to the current contract. The training contract must be current and in good standing prior to an addendum request. For non-contract training providers, the review process is the same, but may have a stipulation that this training can only be utilized by department personnel and may have a review, renewal or termination date set.

Proposed courses shall be consistent with the Commission's current development standards. Departments must comply with the requirements when submitting a course for review. If the required documents or samples are not provided, and/or the applicable procedures are not followed, the course sample may be rejected or returned to the sender and the application denied.

New Contract Training Provider or Academy Applicants

Training providers or academies not currently holding a TCOLE-issued training provider contract must follow the training provider or academy contract application submittal process. In addition to the initial application, the distance learning proposal requirements shown below must be included with that application. This process is required whether or not the contract training provider is seeking to become a distance education provider conducting only distance education courses, or a distance education provider seeking to conduct two or more methods of training deliver that includes one or more distance learning components.

Existing Contract Training Provider or Academy Applicants

Training providers or academies holding an existing training provider or academy contract and desiring to incorporate a distance learning model into existing program delivery must provide an application addendum to the existing contract stipulating the terms and conditions for the distance learning modality sought.

Distance Education Application or Addendum Process

In addition to the standard training provider application process, proposals for distance education submitted to TCOLE for approval must include the following items on a prescribed form or format provided by TCOLE:

- Description of intent: Provide a detailed description as to the purpose and type of distance education delivery methodology to be used and the purpose of the proposal.

- Needs Assessment for the course or distance education program being proposed: Describe the overall distance education program objective for the request, including a detailed description as to why the distance learning course or delivery method is needed for the agency, the geographical area

and/or TCOLE licensees in general, as applicable to the request.

- Needs Assessment for the delivery method: Provide a detailed description, along with the justification and anticipated benefit of the distance learning format(s) intended.

- Qualifications of development team: List of team members, including their names, contact information, and qualifications relative to their role as a team member involved in creating this distance learning program, course/mode, or ongoing service and reporting processes.

- Documentation verifying comprehension of copyright regulations and compliance in maintaining documentation for permission to use copyrighted material, when such documentation is applicable.

- A listing of all forms of media, including, but not limited to, text, graphics, animation, audio, and video that was not originally created by the distance education provider must have proof of approval for use maintained in the file and readily accessible by TCOLE upon request.

- Detailed explanation regarding the security of the delivery method – e.g., secure website for sensitive material. Explanation of security protocol for the learning management system and participants engaging the distance learning program(s).

- Instructor Resource Guide/Abstract: Specifics of the course to include instructor/subject matter expert resources. The provider shall include contact/reference information for instructors/subject matter experts, along with any applicable supplemental information sources, available to students for training content questions and concerns or independent research.

- Lesson Plan: Provide a detailed lesson plan consisting of a sequence of logically linked topics and presented in a logical sequence resulting in an effective learning experience and containing at a minimum: measurable goals and objectives, course content, methods and details for instructional delivery, tests/assessments relative to the learning objectives, and program evaluations. Each course must specify the following:

  a) Instructor or subject matter expert information, including qualifications and contact information

  b) Target population

  c) Pre-requisites for instructor and student

  d) Special requirements for facilitator, proctor, instructor and student

  e) Timelines/student deadlines

  f) Material requirements

  g) Equipment requirements to successfully run program

h) Student materials and resource guides or manuals

i) Evaluation: How will student be graded?

j) Special instructions

k) Date of course development

l) Remediation plan

m) Course training materials (to include goals and learning objectives)

n) Reference materials

- Interactivity: Provided a detailed explanation of tools utilized to assist student in actively participating throughout the learning process (simulations, audio/video clips, knowledge checks, activities, chat rooms, etc.)

- Learning Management System Information: For distance learning programs utilizing online delivery systems, identify who will have access and under what conditions. The provider shall have a Learning Management System (LMS) which adequately supports the method of training delivery. The LMS shall have sufficient data security to ensure privacy and protect personal student information. The LMS shall provide for unique student identification and tracking of individual student performance. The provider shall also have a system for records back-up and data retention. The system shall provide some mechanism and reasonable steps to positively identity the participant's eligibility to take the course, to limit the possibility of a trainee taking the course from the same provider more than twice for training credit reported in TCLEDDS in a 24-month training unit and limiting the likelihood for double reporting.

- TCOLE course access: A distance learning provider must make available to TCOLE personnel a login and password information so the course can be accessed for review and evaluation purposes.

- A distance learning provider must provide contact information to the student that allows the student to contact a program representative if needed. The provider shall also explain the process for providing student technical support for courses which rely on technology for content delivery.

- Provide an explanation of the evaluation/testing protocol describing the method by which the participant's level of knowledge on the learning objectives will be assessed and documented (group discussion, scenario-based, written tests, etc.).

- Distance learning courses engage students with a broad spectrum of learning abilities, including reading speed, reading comprehension, retention rates, learning styles, educational levels and life experiences. Some students inherently complete some courses more readily than others. The distance education course must be designed with the intent to permit the trainee in the median to complete the course at or near the projected course timeframe, recognizing that some may complete the course slightly sooner or

slightly later, while holding the course to a specific training time credit reported in whole hours rounded downward. Data tracking should be maintained to validate the median training time required to complete the course, with subsequent course adjustments and updates made when necessary.

- Identify the method and expected frequency of course review to determine the contemporary accuracy and applicability of the information provided, and how the course will be identified as to the date of revisions. *Note: reminder that all course documents must be maintained for a minimum of five (5) years after the completion of the last class/presentation, including original materials that are replaced by updates or revisions.*

- A notification to participants as to the course fee, if any, and the expected time required to complete the course.

Applications and contract addendums or proposals should be sent to TCOLE in the manner prescribed in the application packet instructions or other notifications.

Designated TCOLE staff generally review the submitted materials in the order received and complete the review process as promptly as duties allow. Results of the review will be forwarded as specified in the application packet provided by TCOLE.

If approved, the contract addendum or letter of course approval will be sent to the agency requesting review and approval. The signed copy is to be returned to TCOLE as specified in the approval notice from TCOLE. (The return must be made within 30 days, and at least 15 days prior to any distance learning programs commencing.) New training contracts are generally signed in person at TCOLE Headquarters.

If denied, a letter outlining the reason(s) for denial will be sent to the applicant. A written appeal of the denial can be submitted to TCOLE within 30 days from the date of the denial notification issued and as outlined in the denial notice. The appeal should request reconsideration with specific areas of disagreement listed, a detailed explanation and/or any and all corrections made.

Permitted Training Practices

- Brief audio or video clips incorporated as an adjunct to a classroom training program are generally not applicable to the distance education requirements.

- Blended courses incorporating more than one training provider may be reported by either provider applicable to the delivery and reporting requirements for that specific course. Example: A private company provides a non-lethal electronic device, and that private company provides a distance education model in compliance with this manual for the cognitive portion of the training, coupled with additional skills-based training and assessment by the agency; the agency could report the entire training applicable to the

course and within the agency's reporting authority. All applicable documentation must be maintained in the training file.

Inappropriate Course Materials or Practices for Distance Learning

The following are examples of course curricula which are not appropriate for distance learning:

- Any licensing course or portion of a licensing course may not be delivered by distance learning without prior TCOLE approval.

- Any legislatively mandated course which prohibits distance education or online learning (e.g., TCOLE 1850 – Crisis Intervention Training).

- Any course which includes learning objectives requiring the student to demonstrate a physical skill involving potential safety hazards or the use of senses beyond sight or sound. This does not prohibit a blended learning model from being used when appropriate. TCOLE may designate some courses or course components to incorporate the use of distance education elements, or to specifically disallow such blended models. Such approval or disapproval will be noted in the Instructor Resource Guide (IRG), cover page, or other documentation method as designated by TCOLE.

- Distance education providers using TCOLE-authorized proprietary course numbers must use course titles that are substantively dissimilar to titles of mandated courses when the proprietary course is not considered as an equivalent course. A disclaimer prominently displayed may be necessary to provide additional notification.

- Advertising and course descriptions of distance education courses shall not use terms such as "TCOLE-approved," "TCOLE-accredited," "TCOLE-certified," or any similar variant that leads the end user to believe TCOLE has validated the course material or its content quality. The use of terms such as "May be eligible for TCOLE credit" is acceptable, if accurate.

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Appendix 1

Inappropriate Course Materials for Distance Learning

The following TCOLE courses are examples of courses either characterized as licensing courses or that contain learning objectives which require the student to demonstrate a skill. As such, they are generally deemed inappropriate for distance learning delivery. However, this does not necessarily prevent the course from being delivered in a blended model when specifically approved by TCOLE. **These are only examples and not an all-inclusive list.**

TCOLE #	Course Title
1007	Basic County Jail Course
1009	Basic Investigative Hypnosis
1013	Basic Telecommunications Certification Course
1014	Basic Instructor Course
1015	Drug Recognition Expert Instructor Course
1016	S.F.S.T. Instructor
1017	Advanced Instructor Course
1850	Crisis Intervention Training / (CIT-BPOC)
2012	Arson Investigator
2017	Crime Scene Investigation
2029	Technical Interviewing & Interrogation
2040	Defensive Tactics
2042	Mechanics of Arrest & Search
2045	Patrol Procedures
2046	Driving
2047	Officer Survival/Weapon Retention
2050	S.W.A.T. (other than 3301 or 3310)
2051	Terrorism/Dignitary Protection/Special Threats
2052	Hostage Negotiations

2053	Baton (All)
2054	Radar
2055	Firearms
2058	Patrol with Horse or Canine
2064	Courtroom Security
2065	Lidar Radar Training
2067	S.F.S.T. Practitioner
2075	Traffic Direction
2080	Drug Recognition Expert Pre-School
2081	Drug Recognition Expert Classroom
2082	Drug Recognition Expert Certification
2083	Drug Recognition Expert In-Service Training
2086	Jail Extraction
2106	Crime Scene Investigation (Intermediate)
2121	Domestic Canine Training for Law Enforcement
2176	S.F.S.T. NHTSA 24hour Practitioner - BPOC
2177	S.F.S.T. Instructor Update
2178	S.F.S.T. Practitioner Update
2180	NHTSA - ARIDE
2181	NHTSA - DITEP
2195	Active Shooter Response for SBLE
2222	Firearms Instructor Certification
2401	CSO & PO Firearms (TDCJ)
2402	Juvenile Probation Officer Firearms
3104	Tire Deflation Device Training
3105	Executive Protection Training
3210	Cybercrime Investigator Certification

3269	SAFVIC TCPus Instructor Course
3295	Reality Based Training/Shoot House
3301	Basic S.W.A.T. Course
3302	Basic Hostage Negotiation Course
3304	Hostage and Barricade Suspect Situations
3305	Active Shooter Response
3306	Tactical Tracking
3307	Search and Rescue
3308	Officer Safety/Survival
3310	SWAT In-service Training
3311	ALERRT
3312	ALERRT Update
3313	ALERRT Terrorism Response Tactics - Active Shooter
3314	ALERRT Terrorism Response Tactics - Active Shooter
3315	ALERRT Terrorism Response Tactics - Active Shooter
3316	ALERRT First Responder Operations in Rural Terrain
3317	ALERRT First Responder Breaching
3318	ALERRT First Responders Operating in Low-Light
3319	ALERRT Plain Clothes Response to Violent Encounter
3321	Technical Emergency Response CBRNE Incidents
3322	Patrol Rifle
3323	Patrol Rifle Instructor
3324	SWAT Sniper Training
3325	Precision Rifle
3326	Patrol Rifle In-service Training (not 3322)
3327	Low Light Tactical Operations Training
3329	SWAT-Use of Distraction Devices

3334	Firearms Electronic Simulator
3338	Law Enforcement Ambush Response
3340	Crowd Control
3341	Police K9 Training
3342	Tactical Firearms Training
3343	Less Lethal Chemical Weapons Training (OC, Mace, etc.)
3344	Less Lethal Electronic Control Device Training
3345	Less Lethal Impact Weapons Training (Bean Bag/Impact)
3346	Pursuit Intervention Technique (PIT)
3347	Less Lethal Electronic Control Device Update
3348	Simunition Scenario
3349	Stop Stick
3350	Vehicle Disabling Device
3358	Police Bicycle
3359	Police Motorcycle
3360	Segway Training
3361	Armored Vehicle Driving Course
3362	All-Terrain Vehicle Operation
3404	Traffic Stops
3405	Motorcycle Safety and Enforcement Training (MSET)
3406	MSET Train the Trainer
3412	Fugitive Apprehension
3523	Inmate Transport
3599	Jail Firearms Course
3720	Telecommunications Operator Field Training Program
3721	County Correction Officer Field Training Course
3722	Peace Officer Field Training

3806	Hazardous Materials (Haz-Mat)/ Haz-Mat Investigations
3821	Diversionary Device Training
3823	Tactical Operators Training
3829	Tactical First Aid
3830	General First Aid Training
3831	Basic Life Support American Heart Association
3832	Heartsaver Automated External Defibrillation AHA
3835	Tactical Trauma Care
3840	CIT - Train the Trainer
3843	CIT - Update
3845	CPR
3851	Breathalyzer / Intoxilyzer
3856	First Aid / EMT / ECA (not course 3830)
3863	Explosive Breaching
3864	Manual Breaching
3865	Ballistic Breaching
3872	Scuba Emergency Management Training
3889	Tactical Maritime Based Operations Training
3890	Public Safety Diver, General
3891	Water Rescue
3892	Underwater Recovery - Persons
3893	Underwater Evidence Recovery
3894	Basic Scuba for Law Enforcement
3895	Basic Boat Operations
3922	Off Duty Encounters
3950	DARE Officer Training
3951	DARE Instructor Course

3952	School Based Law Enforcement - Basic
3953	School Based Law Enforcement - Intermediate
3955	G.R.E.A.T. Program Training
3960	Marine Safety Enforcement Officer
3961	Marine Safety Enforcement Officer Instructor (TPWD)
3962	Basic Scout School (TPWD)
3963	BOAT Airboat Operations Course (TPWD)
3964	BOAT Officer Water Survival Course (TPWD)
3965	BOAT Tactical Operators Course (TPWD)
3966	BOAT Operator/Crew Pursuit and Stop Course (TPWD)
3967	BOAT Operations/Crew Search and Rescue Course (TPWD)
3968	BOAT Basic Operator/Crew member Course (TPWD)
3969	MSLEP Maritime Security Course
4001	Mental Health Officer Training Course
4002	Mental Health Peace Officer Distance Education
4005	Fingerprints Latent
4007	Identi-Kit
4011	Photography
4012	Police Photography (Advanced)
4013	Polygraph Examiner
4018	Armorer/Gunsmith
4019	Blood Stain/Pattern Interpretation
4029	Aircraft Operations
4031	Tactical Flight Observer Training
4043	Mobile Video Training
4067	Trauma Affected Veterans
6014	Tactical Entry Training

6016	Security Awareness (General)
6017	Reducing Impaired Driving Adult/Youth
6018	Motorcycle Operators Course
6030	Tactical Vehicle Traffic Stops & Extractions
6031	Child Safety Seat Instruction and Enforcement
6032	Assessment Center and Oral Board Preparation
6037	Honor Guard Training
6047	Forensic Art Training
6048	Canine Handlers Training
7771	Barricades and Cover
7818	TNOA Tactical Shooting Challenge TNOA
7819	Mass Casualty Training / Planning
7820	Security Awareness Training (Securing the Human)
7823	Law Enforcement Boat Operations
21003	Court Screening Basics
21006	Court Security Practical Exercise
36012	Cross Fit Trainer Level 1
38715	Public Speaking
38721	Advanced Instructional Techniques
38763	SABA (Self Aid, Buddy Aid)
52001	Introduction to Operational Medicine
57009	EVOC
57011	Officer Survival.
57012	RADAR - Operations and Use
58001	Tactical Emergency Medical Peace Officer - Basic
58002	Tactical First Aid - PerSys Medical
61000	FAA - Aircraft Ramp Check Ops for LE

62040	Defensive Tactics - Canine Encounters (Proprietary)
62041	K-9 Encounters Texas Specific - Shoot Don't Shoot
62042	Defensive Tactics: Canine Encounters - Train the Trainer
80032	School Marshal
80033	Update School Marshal

Appendix 2 – 218.1 "Outside" Training Documentation Form

Training that is reported by a law enforcement agency, where the training course is conducted by another organization that is NOT a TCOLE Contract Training Provider / Academy, must meet the reporting compliance requirements outlined in TCOLE Rule 218.1. This training is commonly referred to as "Outside Training" or "218.1 Training." That reference indicates the training is conducted by an organization "outside" of the reporting agency and that the reporting requirements are listed in TCOLE Rule 218.1.

Rule 218.1 outlines the requirement for the course completion certificate. Certificates or comparable documentation needs to verify:

- The name or description of the course to allow proper course number identification

- The name of the person successfully completing the course

- The date of the course completion to allow credit during the proper training unit

- The total hours of training completed, with the maximum credit time reported to be expressed in whole hours and rounded downward for any partial hours of training.

A sample copy of a suitable report for outside training is available on the TCOLE website under "Training Provider Resources." The following link is available:
http://www.tcole.texas.gov/sites/default/files/documents/Outside%20Training%20Verification%20(RG)%204-19-18.pdf

Appendix 3 – Sample Training Certificate

The following is a sample of a training certificate verifying successful course completion:

CERTIFICATE OF TRAINING

AWARDED TO

John Doe

For successful completion of a course on

Professional Ethics

8 Hours Training / April 1, 2020

Jane Doe

Instructor

Training Institute

911 Emergency Drive

City, Texas 12345